

Hornby Educational Trust

Teacher-Research Project for Teachers of English in Rwanda

Rwanda

2022-2023 Alumni Project Report

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Hornby Alumni Projects

Project Overview

Title	Teacher-Research Project For Teachers Of English In Rwanda
Country	Rwanda
Dates of project	2022-2023

1. Background and rationale

What are the main issues in your English teaching and learning context? How did these issues influence your choice of project? Were there also other important contextual factors to consider?

From the last few decades, there have been numerous reforms in the Rwandan education system with the aim of improving the quality of education. In this regard, some initiatives were put in place to assist teachers to get acquainted with the new methodologies including the implementation of the newly introduced curriculum known as 'Competence-Based'. However, some teachers have not yet embraced the changes partly because they don't understand the reasons for such changes. Adopting top-down solutions without local testing has also been a major challenge for the implementation of some policies that aim at improving the quality of education. Additionally, most teachers do not receive adequate professional development due to limited resources. With regard to English language teaching, there are still few local initiatives to boost teachers' professionalism.

In reference to the above, it is essential for teachers to have more opportunities to systematically assess the problems they encounter while teaching English and find some 'home-grown' solutions by themselves. Most primary and secondary schools are not yet aware of this type of non-'academic' research and this project will assist them to understand what teacher-research is and how it is conducted. According to the British Council (2020), teacher-research is a powerful tool in professional development of teachers though there are still few resources to support teachers in this area.

This project has numerous benefits in terms of English language Teaching (ELT). First, it will enable teachers to reflect more on their teaching practices. Second, it will allow teachers to become innovative and adopt methodologies that they have not used before. Next, it will foster self-ownership of teaching and learning practices. Moreover, teachers will learn collaborative skills which can empower them to find suitable solutions to the problems they encounter in ELT. For the project to achieve long-term impact, teachers will continue to practice teacher-research within their communities of practice (CoPs)- these are continually operational.

This project is expected to fully start from February 2022 and end in November 2022. It will be conducted under the control of 4 Rwanda Hornby Alumni (organising committee) in collaboration with the association of Teachers of English in Rwanda (ATER). It will primarily benefit 25 selected (among 125) English language teachers (members of ATER), from both primary and secondary schools, who are currently grouped into 5 selected communities of Practice (CoPs) at district level. It is important to note that these teachers are grouped into communities that are autonomous, self-initiated, self-governed and committed to self-professional development and they have been operational for some years. The likelihood for these teachers to lose interest in the project is considered low. These teachers will initially select 5 teachers (1 teacher from each CoP) who will first be trained by the Hornby Alumni (as they have taken a module about teacher-research at Warwick University) and then go back to train their counterparts in teacher-research in their respective districts. The training resources so far available include 'Mentoring Teachers to Research their Classrooms: A Practical Handbook' which was developed by the British Council and YouTube videos uploaded by Prof. Richard Smith, and these would be used as the primary tools for the training. It is worth noting that the training sessions will be conducted face-to-face and online (especially using WhatsApp). These online group discussions will be used frequently to offer more training and guidance to the teachers.

After gaining some theoretical and practical training in teacher-research, teachers will start by investigating one of the problems they have in their classes (Exploratory research) and share and reflect on their findings with their colleagues during a CoP workshop, with the facilitation of the Hornby Alumni. Then they will initiate an action to solve the problem they have identified (Action research) and then share the outcomes with the rest of the group. Teachers will then prepare a presentation so that they can be able to share the outcomes of their local teacher-research with the other local teachers especially during the annual conference of ATER.

Hornby Alumni intend to support teachers throughout the whole process via face-to-face training sessions/workshops and more importantly, we will make follow-ups and enrich our interactions using online platforms especially WhatsApp which is widely used by teachers. Once again, we don't intend to give too much theory at the beginning as this may discourage these teachers. Only the major points and specific /practical examples will be given to teachers as an introductory guidance on how teacher-research is conducted. More inputs will be given throughout the implementation phase of the project.

Some working conditions such as heavy workload, lack of sufficient knowledge about research and poor or lack of internet connection are thought to be challenges to the implementation of the project. Still, since these CoPs have been into existence even before, initiated by volunteers who wanted to grow professionally, we hope that this motivation will enable them to overcome some of these challenges. In addition, the education system is really supportive as they always encourage teachers to become innovative in the methodologies they use to facilitate learning. There have normally been frank collaborations between these CoPs and education leaders about different initiatives that these CoPs have undertaken so far and we hope this spirit of teamwork will continue even for this project.

2. Project objectives

By the end of this project, each of the 25 selected teachers will be able to:

- Explain what teacher- research is and how it is useful in English language classes.
- Share skills and knowledge about teacher- research with at least other 5 teachers.
- Identify at least one problem about their class, collect some data about this and analyse it (exploratory research).
- Set and initiate some action to address the problem that will have been identified (Action research)
- Share the outcomes of both exploratory and action research outcomes with at least other 5 local teachers.
- Write a short note and a small presentation about what they have acquired in relation to teacher research, and how they applied this knowledge into their classes.

Evaluation

1. Project objectives

To what extent do you feel your objectives were met? If they were not met, or only partially met, can you explain why?

I would say that our objectives were generally achieved. Most teachers were able to understand the concept of teacher-research. They conducted exploratory research by collecting data about the problems they had identified. Then after analysing data from exploratory research, they suggested solutions on how to solve the problem. They then started conducting action research and collected some data again to check whether the proposed solutions were working. One challenge was that some teachers were not familiar with the techniques of collecting and analysing data and this could have resulted in ineffective findings. Here are the objectives we had set, and they were achieved as follows:

By the end of this project, each of the 25 selected teachers will be able to:

- Explain what teacher- research is and how it is useful in English language classes.
 - **The teachers have been able to understand the concept of teacher-research and they understood how it is beneficial in their English language classes.**
- Share skills and knowledge about teacher- research with at least other 5 teachers.
 - **Teachers shared their skills with the other teachers from different parts of the country. However, the project ended when we were left with 19 active teachers out 25 and this is to say that some teachers have not been able to share their skills with their colleagues.**
- Identify at least one problem about their class, collect some data about this and analyse it (exploratory research).
 - **Exploratory action was done and analysed the findings from this. Despite this, some teachers had limited knowledge of collecting and analysing data.**
- Set and initiate some action to address the problem that will have been identified (Action research)
 - **Teachers suggested some solutions to solve the problems they had identified, implemented them and researched again whether they were working. However, they had only one month for action research, and this was not enough for this type of research.**
- Share the outcomes of both exploratory and action research outcomes with at least other 5 local teachers.
 - **Teachers were able to share the outcomes of both exploratory and action research with the local teachers and teachers from other districts.**

• Write a short note and a small presentation about what they have acquired in relation to teacher research, and how they applied this knowledge into their classes.

- **Only 12 out of 19 active teachers were able to prepare and give their presentations at ATER conference and this was due to the limited number of presentation slots which were available. Others simply attended the conference without presenting.**

Overall, I would say that these objectives were achieved at an estimated percentage of 75%. The remaining 25% was not achieved because of the teachers who dropped out from the project, lack of enough time for some activities and shortage of resources just to mention some.

2. Project impact

What was the impact of your project on:

a) You

- The project increased our skills for mentoring teachers. Moreover, we got skills on how to manage projects. We were also able to gain sharper knowledge and skills into how teacher research could be conducted more effectively. We also learnt some leadership skills.

b) your Association(s) / Institution(s)?

- As we invited other teachers to come to ATER conference so that we can share with them the outcomes of teacher-research project, we have been able to recruit more teachers for the communities of practice.
- ATER gained more trust from the members and the external partners.
- Teachers became more responsible for the ATER activities

c) the people involved in your project?

- They have got opportunities to research some practices in their classrooms and hence became better teachers. They have also learnt the importance of networking with their colleagues for self-professional development. They know that they also have power to find solutions to their classroom problems through small and systematic inquiries of their practices.

d) the wider community?

- When teachers improve their practices, this affects the wider community as children benefit from quality education. As most teachers are still struggling in English proficiency

and the teaching of English, if they get a chance to upgrade their skills, this positively affects the acquisition of other subjects as English is a medium of instruction.

- This project has increased teachers' voice and positive image in their classes and in their schools, and the wider community of teachers.
- Teachers improved their networking skills as they have got new friends they can collaborate with in their profession.

What evidence do you have to demonstrate this?

- We administered interviews and distributed questionnaires to ask teachers what they have learnt from the project. (See appendix 3)
- There are research notes and presentation notes (PPTs) made by teachers to testify this.

3. Sharing with a wider audience

Who did you share information about the project with? Why, when, and how did you do this?

- This information was shared only with teachers as a way of disseminating teacher-research concept. This was done during various workshops and during ATER conference.

What reactions did you get?

- It was well received though it seemed to be a new concept. Some teachers were excited to learn about teacher research whereas few of them perceived this as an extra workload on them much as we kept showing them that teacher-research is something done during class activities.

Do you have any further plans for sharing more widely?

- Yes, we would like to disseminate this concept of teacher research to more teachers. This could be done through presentations in English Language conferences.
 - If possible, in the future, we could have a publication for other teacher research initiatives we plan to undertake.
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4. Overall reflections

As a result of planning, implementing, and disseminating the project, what did you learn about:

a) organising / managing a project?

- Overall, we learnt that it is important to consider many potential options/scenarios for different activities through anticipation. This helps to avoid many unplanned things. For instance, we first trained mentors expecting them to help their colleagues, but we later realised that they were not active, and we had to intervene to do the task by ourselves.
- We learnt that the implementation of the project requires careful follow up/monitoring of all activities, to have strong leadership skills such motivating and inspiring the group to achieve its mission, and most importantly to have strong collaboration skills.
- Communicating with teachers also requires some techniques. We learnt that effective communication essential for the project to be successful.
- We also learnt that working a team is power.

b) the strengths / weaknesses and future needs of your TA(s) /Institution(s) and / or working context?

➤ Strengths:

- ATER supported us to find a conducive venue to conduct our workshops
- ATER also sensitised teachers to join our project
- ATER provided many pieces of advice on how to maintain teachers motivated and complete the project.

➤ Weaknesses:

- Our teacher association was not able to reach out to teachers in their schools and this was due to lack of required financial facilities.
- There are no penalties for people who drop out from projects without genuine reasons.

➤ Future needs of our TA:

- ATER needs to recruit more teachers for joining communities of practices
- ATER should encourage more volunteering from its members.
- ATER should find more partners.
- ATER should sensitise its members to raise their financial contributions to the association for more sustainability of its mission.

➤ Our working context:

- The government should offer more support to ATER.
- More mobilisation of the teachers about the role of communities of practice is still required as some of them are still reluctant to join them as they still have the mindset that CPD must be provided by the Government.
- Teachers should not look down these small initiatives by teachers themselves as they can have many professional benefits.

Would you do anything differently next time?

- We would like to be able to reach out to teachers more often to keep them more engaged in the training.
- We would group teachers into 2 different groups: Primary school teachers and secondary school teachers. This could help them to free for more collaborations.

Would you like to suggest anything to another alumni planning to undertake a similar project?

- The Alumni wishing to undertake a similar project should plan to include enough sessions to explain to teachers research processes and techniques so that teachers who are involved into this activity can be able to get valid results from the research they conduct.
- They must also be equipped with adequate mentorship skills in order to help the teachers adequately.
- They must fully engage the participants/ beneficiaries into all the stages of the project.

5. Next steps

How do you plan to continue and / or build on what has been achieved through this project? Why? How might you begin?

- Since our teachers are grouped into Communities of Practice (CoPs) we intend to continue to sensitise them to conduct more teacher research in their classrooms, by starting with new topics. We have a WhatsApp group specifically designed to promote teacher research and we intend to continue to use this platform for further endeavours into teacher research. This is because we want teachers to remain engaged into self-professional development and be able to support other teachers especially regarding how to conduct teacher research.
- We are planning to invite volunteering teachers to start another process of teacher research. This time they will now investigate a different issue/topic and suggest solutions on how this issue can be solved. This process will last about one year again.
- We will foster more collaborations among teachers, encourage them to continue to collectively reflect on what they have done so far and to continue sharing the outcomes of the project with the teachers they have not reached out to before. This could be done through seminars, conferences, workshops or some school meetings.



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- Since it might be hard to have frequent in-person interactions, we will reinforce the use of online platforms (specifically WhatsApp) for more communication and sharing about teacher-research.

Permissions

This report is primarily for the Hornby Trustees and British Council internal review and records. However, we do want to promote your hard work and would like to share what you have done with other Hornby awardees and publicly via the Internet.

- Can you please tick here if you give your permission to share your report?
- Please tick here if you would like your project to be considered for presentation at the 2025 IATEFL conference (the Hornby Trust will select from reports submitted and will support one team member from each of these projects to attend the conference).

Please indicate who would give the presentation if selected:

MBONYUBURYO James

Name

MBONUBURYO James

Date

19 May 2024

Appendices

Appendix 1: Expenditure

Were there any **significant differences** from your planned budget? By significant we mean you spent far more than planned, or you were given a donation from a partner that was not expected, for example.

Note any costs below that exceeded the original budget by £200 (below this amount does not need including). Please also tell us what caused these changes in the *Reflection* section below the two tables.

a. local funding

Description	Breakdown	Total cost	Final cost
Stationary	- 25 notebooks -Printing 25 training guidance handouts -Printing some questionnaires -Printing certificates	£100	£ 95 The cost was less than was planned. Provided by ATER
Communication fees (telephone +internet)	£12 x25 (for delegated teachers) £12x 3 for Hornby Alumni	£300 £36	£250 Provided by ATER £36 Provided by ATER
Venue for different workshops	Free	Free	Free (provided for free by APACOPE school in Kigali)
Totals:		436	£281

b. Hornby funding

Description	Breakdown	Total cost	Final cost
<p>FIRST ROUND TRAINING</p> <ul style="list-style-type: none"> ○ Transport+ refreshments facilitation (From Districts to Kigali) <p>Transport facilitation for 3 people from the organising committee to offer training about teacher-research.</p>	<p>5 teacher-mentors x £14</p> <p>£14x3</p>	<p>£112</p>	<p>£ 98</p> <p>There was some reduction in cost because there were only 2 Hornby alumni (instead of 3) to provide the face-to-face training.</p>
<p>SECOND ROUND TRAINING</p> <ul style="list-style-type: none"> ○ Transport +refreshments facilitation (From districts to Kigali) ○ Transport facilitation for 3 people from the organising committee to offer training about teacher-research. 	<p>25 x £14</p> <p>3x £14</p>	<p>£392</p>	<p>£ 280</p> <p>18 teachers attended + 2 Hornby Alumni</p> <p>(There was some reduction in cost because some teachers did not attend the training.)</p>
<p>PRESENTATION ABOUT EXPLORATORY RESEARCH</p> <ul style="list-style-type: none"> ○ Refreshments (Within 5 Districts) <p>Transport+ refreshments facilitation for the organising committee to support teachers in their respective district COPs</p>	<p>125 (All the teachers in the five CoPs) x £2</p> <p>5 groups to be supported (to 5 districts) x £14</p>	<p>£320</p>	<p>£ 252</p> <p>16 teachers + 2 Hornby Alumni</p> <p>(There was a change about this activity. 16 out of 25 teachers from different CoPs came to Kigali to share the outcomes of the exploratory research. It was not possible to invite 125 teachers in their respective districts as they did not want to volunteer themselves to come for the training with the transport and refreshment facilitation of £2. There were also unexpected issues of venue in districts. So, teachers only shared the outcomes of exploratory action research with teachers in their schools and no money expenses were required.)</p>

<p>PRESENTATION ABOUT ACTION RESEARCH</p> <ul style="list-style-type: none"> ○ Refreshments (Within 5 Districts) <p>Transport + refreshments facilitation for the organising committee to support teachers in their respective district COPs</p>	<p>125 (All the teachers in the five CoPs) x £2</p> <p>5 groups to be supported (to 5 districts) x £14</p>	<p>£320</p>	<p>£ 196 + £ 21 (as there had been increment changes in public transport fares) = £217</p> <p>12 teachers + 2 Hornby Alumni</p> <p>Note: As we were running short of time and the ATER conference was approaching, we replaced this activity with the preparation for the ATER conference. So, 12 teachers and 2 Hornby Alumni came to Kigali to rehearse for the presentations (which were to be delivered in ATER conference which was due in one week.)</p>
<p>PRESENTATION AT ATER CONFERENCE</p> <ul style="list-style-type: none"> ○ Transport facilitation for presentation at ATER annual conference (Location to be communicated) 	<p>25x £14</p>	<p>£350</p>	<p>£560 + £ 60 (as there have been changes in transport fares) = £ 620</p> <p>19 teachers + 3 Hornby Alumni + 18 teachers= 40 people</p> <p>(As one of our objectives was to disseminate the outcomes of teacher research to the other teachers; on the top 19 teachers and 3 Hornby Alumni who participated in teacher research, we invited other 18 teachers who had not participated in teacher-research project to come to attend ATER conference so that they can also learn something about the concept of teacher research.)</p>
<p>Bank charges + other mobile money transfer (not planned before)</p>			<p>£18</p>
<p>Totals:</p>		<p>1494</p>	<p>£1485</p>

Positive things about the use of the budget:

- The budget adequately covered all the essential expected expenses
- The venue was provided for free as it was planned.
- No big incident required us to use unplanned budget

Challenges we face about budget:

- We could have had more training and workshop session if we had had enough budget.
- Some few teachers were not all that satisfied with the transport and lunch facilitation given to them.
- The funds to support the project were released lately and this affected our schedule and probably the results we were expecting from the project.

The changes in the budget were mainly due to the number of participants (less than the expected numbers in most cases) and for the conference, we invited more teachers than the planned number. This is because we were not able to visit teachers in their districts and we decided to invite them to Kigali.

Overall, we have learnt to manage small resources to conduct a project, and teachers have also learnt to financially contribute to their professional development without solely relying on the external funding.

Appendix 2: Planned activity

Review your planned activity below and then reflect on any changes that were needed and explain why these were necessary.

Dates	Description	Duration
February 2023	<p>PHASE 1: PREPARATION</p> <p>Activity 1: Contacting potential participants and introducing teacher-research project The organising team will contact teachers who are grouped into communities of practice to introduce the idea of teacher-research project. Each of the 5 CoPs will choose a mentor who will be expected to train the others about teacher-research.</p> <p>Activity 2: Training mentors in teacher- research The organising team (4 Hornby scholars) will train the 5 selected mentors about teacher-research. This will be a one-day face-to-face training and further discussions and training will be done using an agreed online platform.</p> <p>Activity 3: Training teachers about teacher-research All the 25 teachers will attend some training about teacher-research in Kigali. This training will be offered by 4 Rwanda Hornby Alumni. This will be</p>	<p>1 month</p> <p>1 day for face-to-face workshop and other 4 two-hour online sessions</p> <p>1 day for face-to-face workshop and other 4 two-</p>

	<p>supplemented by other online training and discussions.</p> <p>Note: We don't intend to provide too much theory at the beginning as it may discourage teachers. More guidance will be given as the project goes on.</p>	hour online sessions
<p>March & April 2023 (This includes a two-week holiday)</p>	<p>PHASE 2: CONDUCTING EXPLORATORY RESEARCH</p> <p>Activity 1: Teachers identify one problem Teachers will identify only one specific problem they face while teaching English in their classes.</p> <p>Activity 2: Teachers investigate the nature of the problem Teachers will investigate the nature of the problem by collecting some data from learners or from their colleagues.</p> <p>Activity 3: Teachers analyse the findings about the problem and share the outcomes with other teachers Teachers will analyse and reflect on the findings about the problem and share, in one-day workshop, what they have discovered about this with their colleagues.</p> <p>Note: Teachers will be assisted by Hornby Alumni throughout the whole of this process via online interactions</p>	<p>11/2 month 1 week</p> <p>3 weeks</p> <p>2 weeks</p>
<p>May & June 2023</p>	<p>PHASE 3: CONDUCTING ACTION RESEARCH</p> <p>Activity 1: eachers propose a solution to the problem Based on the investigation about the problem that teachers have identified, teachers propose a solution to that problem.</p> <p>Activity 2: Teachers implement and adjust the proposed solution Teachers test the action-solution they have suggested in their classes and collect data about the effectiveness of the solution.</p> <p>Activity 3: Teachers reflect on and share the outcomes of the action research with local teachers After conducting action research, teachers will share, in one-day workshop, the outcomes with (i) the teachers within the same community of practice (ii) other possible local teachers</p> <p>Note: Teachers will be assisted by Hornby Alumni throughout the whole of this process via online interactions</p>	<p>2 months 2 weeks</p> <p>4 weeks</p> <p>2 weeks</p>
<p>July & August 2023 (Teachers will be in holidays)</p>	<p>PHASE 4: PREPARATION OF A PRESENTATION</p> <p>Teachers will reflect on the whole process of teacher-research they have been involved in and then prepare a PowerPoint presentation they will be using to share the outcomes of their research to the other teachers.</p>	2 months

	Note: Most of these teachers have done presentations before in ATER conferences and can make PPT or help their colleagues.	
September 2023	PHASE 5: PRESENTATION OF THE OUTCOMES OF TEACHER-RESEARCH IN ATER CONFERENCE All the 25 teachers who will have participated in the teacher-research will be invited to give a presentation about this in the annual conference of ATER.	1 day
October 2023	PHASE 6: FINAL EVALUATION OF THE PROJECT The organising committee will conduct an overall evaluation of the project using discussions, questionnaires and interviews.	1 month
November 2023	PHASE 7: REPORTING ABOUT THE PROJECT The organising committee of the project will prepare a report about the outcomes of the project.	1 month
Totals:		

Reflections:

- First, it is important to highlight that we managed to conduct most of the activities we had planned and most of them were successfully carried out. All training sessions were conducted; teachers identified one problem in their classes and conducted exploratory research to investigate the problem; teachers analyzed data they had collected and then proposed some solutions to solve the identified problem. Then, they conducted action research and shared the outcomes with their colleagues in their respective schools and in ATER conference. The evaluation of the project was also done by administering questionnaires and interviews.
- It is also worth highlighting that the initial schedule was adjusted, and this was mainly due to the delay in releasing funds to support the project. The table below illustrates the comparison between the initial timeline and the actual timeline we followed:

No.	Planned Activity	Actual timeline
1.	Preparation for the project (February 2023)	Preparation for the project, February 2023
2.	Training of mentors (February 2023)	This took place on 8 October 2023.
3.	Training of teachers (February 2023)	This took place on 21 January 2024.
4.	Conducting 'Exploratory research' (March & April 2023)	This took place from January to February 2024 (The workshop to share the outcomes of exploratory research took place on 3 March 2024)

5.	Conducting 'Action research' (May & June 2023)	Last two weeks of March+ Last two weeks of April+ 1st week of May 2024
6.	Preparation of a presentation (July and August 2023)	End of April+ 1st week in May (In addition, 12 presenters came to Kigali on 5th may to prepare themselves for the ATER conference which was on 11 May 2024.
7.	Presentation at ATER Annual Conference (September 2023)	The ATER conference took place on 11 May 2024.
8.	Final evaluation of the project (October, 202)	This took place between 11th and 16th May 2024.
9.	Reporting about the project (November 2024)	19th May 2024

- It was not easy to adjust the timeline because we had to follow the academic calendar. Teacher research takes place when classes are ongoing, and we had to make sure that we conducted our activities when students are in schools. This is to mean that we could not use holidays for our activities. Besides, these school holidays are used for marking national exams, and other government prepared training to the extent that it was not possible to plan any activity during holidays.
- Some teachers have many responsibilities and family obligations; hence, they were not able to attend all the planned workshops/training even though they were willing to do so. Some participated in some teacher research activities but could not be able to attend the workshops as most of them were organized on Sundays.
- As we took over the role of mentors, most mentorship sessions were carried out online (WhatsApp or telephone calls), and we realized that 3 mentors for 25 teachers were not enough as effective mentorship takes time. However, these mentorship sessions were very much helpful as they enabled us to keep in touch with teachers throughout the process of teacher-research and teachers were able to have guidance and clarifications they needed.

Appendix 1: Photos

Set 1 of photos: Workshop 1: Training of mentors on teacher-research, 8 October 2023







Set 2 of photos: Workshop 2: Training of teachers about teacher-research, 21 January 2024



Set 3 of photos: Workshop 3: Sharing the outcomes of exploratory research 3 March 2024





Photo 4: Preparation for the conference presentation, 5 May 2024



Set of photos 5: Presentations in ATER Conference, 11 May 2024









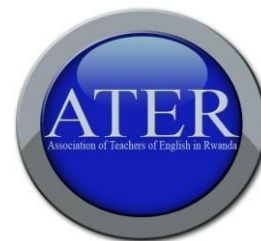


Appendix 2: ATER Conference schedule:

Inter-CoP Conference

May 11, 2024

G.S. APACOPE, Muhima, Kigali, Rwanda



8:00-9:00am	Arrival and Registration (coordinated by Christine and John)			
9:00 – 9:45am	Welcome (10 min): ATER Leadership Opening and overview (10 min): CoP Coordinate and Conference Chair CPD experience sharing (10 min): Wenceslas Twagirayezu, Bugesera CoP Transition to sessions (15 min): Rukundo			
Concurrent Session 1: 9:50-10:50am				
Room 1 Presenter: Jean Moise Benimana Co- presenters: -Ufashijwenayo J.de Dieu -NYIRAHABIMANA Genevieve Teacher Research: Topic: Assisting students to use English in classroom	Room 2 Laurent Ahishakiye ATER Member Topic: Promoting ELT bottom-up approaches in Rwanda: CoP role	Room 3 Jean Marie Ntawirema CoP Coordination Topic: The Uncertainties Of Teaching In A Globalized World	Room 4 Presenter: Innocent Ndabamenye Co-presenter: IZERE Audrey Teacher Research: Topic: Improving students' grammatical competence	
Concurrent Session 2: 10:55am-11:55pm				

<p><i>Room 1</i> Rugwiro Don D'Eve CoP Nyarugenge Topic: Gamify Your Classroom! 50 Playful Techniques to Supercharge English Learning</p>	<p><i>Room 2</i> ATER-CoP Leadership Meeting Isaie, John and Jean Marie will organize this meeting.</p>	<p><i>Room 3</i> Sr. Margaret Okuta CoP Huye Topic: Spelling Empowerment Towards Young Learners</p>	<p><i>Room 4</i> Fraterne Hakizimana CoP Nyanza Topic: Why debate is important</p>
Lunch Break: 12:00-1:30pm			

Concurrent Session 3: 1:30-2:30pm			
<p>Room 1 Vincent Ntirushwa CoP Nyanza Topic: The heart of content (message) delivering</p>	<p>Room 2 Theogene Ntakirutimana CoP Bugesera Topic: Best Practices for increasing student practice time in English lessons</p>	<p>Room 3 Anselme Biseruka CoP Huye Topic: Importance of Audio Visuals Teaching Speaking</p>	<p>Room 4 Solange Uwizeyimana CoP Bugesera Topic: Teaching Vocabulary</p>
Concurrent Session 4: 2:35-3:35pm			
<p>Room 1 Presenter: Ntawuhigimana Emmanuel Co-presenters: - Jean Claude Mugimbura - Batamuriza Laetitia - Twahirwa Alexis Teacher Research: Topic: Improving students' English-speaking skills in classroom</p>	<p>Room 2 Gaspard Kanyarwanda CoP Bugesera Topic: Teaching Reading strategies to young learners</p>	<p>Room 3 Prudence Cyiza Ugirashebuja CoP Huye Topic: Teaching and facilitating learners' understanding</p>	<p>Room 4 Presenter: MUKARUGAMBWA Bernadette Co-presenter: Tuyisingize Dieudonne Teacher-research: Topic: Improving students' writing skills</p>
3:40-4:00pm	Closing and Way Forward: CoP Coordination Team		

Appendix3:

End of Teacher Research Project in Rwanda-Interview Guide Questions

1. Understanding teacher research:

- Can you explain what teacher research is and how you find it useful in English language classes?
- How has your understanding of teacher research evolved over the course of this project?

2. Sharing skills and knowledge:

- Have you had the opportunity to share the skills and knowledge you've gained about teacher research with other teachers?
- If yes, could you describe some of the interactions or sessions you had with other teachers?

3. Sharing research outcomes:

- How did you share the outcomes of your exploratory and action research with other local teachers?
- Can you provide examples of the feedback or responses you received from these teachers?

4. Presentation and documentation:

- Have you completed the short note and small presentation about your teacher research journey? If yes, what did you learn from preparing a presentation?
- What did you gain from presenting at ATER Conference?

5. Reflecting on the project:

- Reflecting on your experience, what have you acquired in relation to teacher research?
- How have you applied the knowledge gained from this project into your classes? Provide specific examples.

6. Overall impact of the project:

- What has been the most significant change or improvement in your teaching practice as a result of this project?
- How do you plan to continue using teacher research in your future teaching endeavours?
- What advice would you give to other teachers considering engaging in teacher research?

7. Feedback on the project:

- What aspects of the project did you find most beneficial?
- Were there any areas of the project that you felt could have been improved? How so?
- Do you have any additional comments or suggestions for future projects on teacher research?